

the condition of education 2007



INDICATOR 7

Children With Disabilities in Public Schools

The indicator and corresponding tables are taken directly from *The Condition of Education 2007*. Therefore, the page numbers may not be sequential.

Additional information about the survey data and supplementary notes can be found in the full report. For a copy of *The Condition of Education 2007*, visit the NCES website (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007064>) or contact ED PUBs at 1-877-4ED-PUBS.

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Elementary/Secondary Education

Children With Disabilities in Public Schools

The number and percentage of youth receiving special education services have increased nearly every year since 1976–77. From 1976–77 through 2005–06, the percentage receiving services for a specific learning disability increased threefold.

The Individuals with Disabilities Education Act (IDEA), first enacted in 1975, mandates that youth with disabilities are provided a free and appropriate public school education. Data collection activities to monitor compliance with IDEA began in 1976.

Since the inception of IDEA, the number and percentage of youth ages 3–21 enrolled in public schools receiving special education services have increased nearly every year (see supplemental table 7-1). In 1976–77, some 3.7 million youth were served under IDEA, and these youth made up 8 percent of total public school enrollment. By 2005–06, some 6.7 million youth received IDEA services, corresponding to 14 percent of total public school enrollment. Among these students served under IDEA in 2004–05, about 1 percent were American Indian/Alaska Native, 2 percent were Asian/Pacific Islander, 20 percent were Black, 16 percent were Hispanic, and 60 percent were White (U.S. Department of Education 2006).¹

Among youth ages 3–21, specific learning disabilities were the most prevalent disability and had the largest increase in percentage of the population served (see supplemental table 7-2). Specific learning disabilities involve one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. From 1976–77 through 2005–06, the percentage of youth 3–21 receiving special education services for a specific learning disability increased threefold (from 2 to 6 percent of enrolled youth). In comparison, the prevalence of speech or language impairments remained fairly constant with variations of less than 1 percentage point between 1976 and 2005.

¹ Data presented in source document only. Detailed enrollment data by race/ethnicity are not yet available beyond 2004–05. Race categories exclude persons of Hispanic ethnicity.

² A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

³ Other disability types include mental retardation, emotional disturbance, hearing impairments, orthopedic impairments, other health impairments, visual impairments, multiple disabilities, deaf-blindness, autism, traumatic brain injury, and developmental delay. Note the nature of disabilities within this category are diverse; they are included together here to represent cases contributing to the total not otherwise presented in this graph due to relatively low prevalence in the population.

NOTE: Special education services through the Individuals with Disabilities Education Act (IDEA) are available for eligible youth identified by a team of qualified professionals as having a disability that adversely affects their academic performance and as in need of special education and related services. The total is the percentage of youth receiving special education services through IDEA in early education centers and public schools in the 50 states and the District of Columbia and in Bureau of Indian Affairs (BIA) schools through 1993–94. Beginning in 1994–95, enrollment numbers and percentages exclude BIA schools. See supplemental note 8 for more information about the student disabilities presented here.

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), Office of Special Education Programs (OSEP). (2006b). *26th Annual (2004) Report to Congress on the Implementation of the Individuals with Disabilities Education Act*, vols. 1 and 2; data from OSERS, OSEP, Data Analysis System (DANS), 1976–2005. Retrieved September 22, 2006 from 2006b <http://www.ed.gov/about/reports/annual/osep/2004/introduction.html> and <https://www.ideadata.org/index.html>.

FOR MORE INFORMATION:

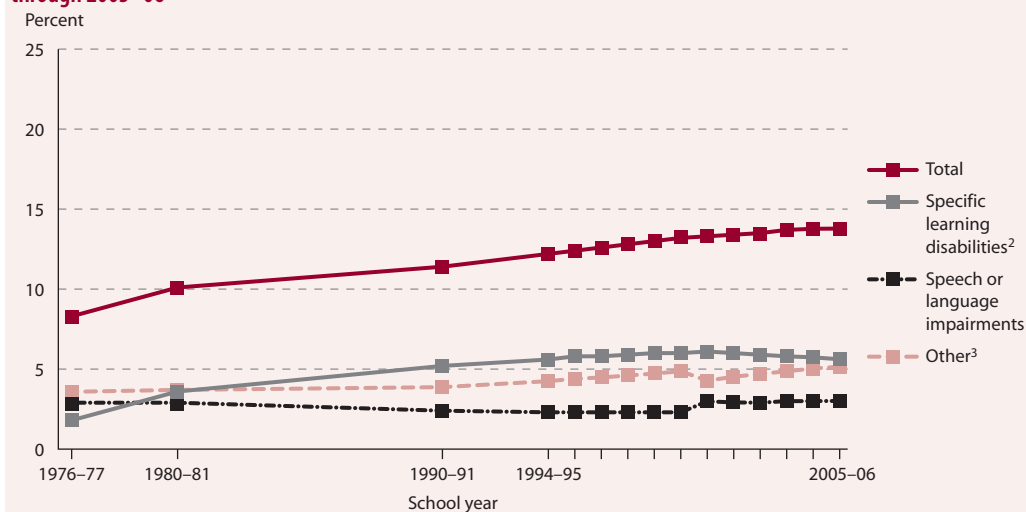
Supplemental Note 8

Supplemental Tables 7-1, 7-2

U.S. Department of Education 2006c



STUDENTS WITH DISABILITIES: Percentage of youth ages 3–21 in early education centers or public schools receiving services under the Individuals with Disabilities Education Act (IDEA), by primary disability type: Selected years, 1976–77 through 2005–06



Children With Disabilities in Public Schools

Table 7-1. Number and percentage of youth ages 3–21 served under the Individuals with Disabilities Education Act (IDEA): 1976–77 through 2005–06

School year	Total served under IDEA (in thousands)	Percentage of total public school enrollment served under IDEA ¹	Percentage of total population served under IDEA ²
1976–77	3,692	8.3	5.0
1977–78	3,755	8.6	5.1
1978–79	3,894	9.2	5.4
1979–80	4,010	9.6	5.6
1980–81	4,146	10.1	5.8
1981–82	4,203	10.5	6.0
1982–83	4,260	10.8	6.1
1983–84	4,304	11.0	6.3
1984–85	4,320	11.0	6.3
1985–86	4,322	11.0	6.4
1986–87	4,379	11.0	6.5
1987–88	4,414	11.0	6.6
1988–89	4,493	11.2	6.7
1989–90	4,599	11.3	6.8
1990–91	4,717	11.4	6.9
1991–92	4,881	11.6	7.1
1992–93	5,042	11.8	7.3
1993–94	5,223	12.0	7.5
1994–95	5,378	12.2	7.6
1995–96	5,572	12.4	7.7
1996–97	5,737	12.6	7.8
1997–98	5,908	12.8	7.9
1998–99	6,056	13.0	8.0
1999–2000	6,195	13.2	8.1
2000–01	6,296	13.3	8.2
2001–02	6,407	13.4	8.3
2002–03	6,523	13.5	8.4
2003–04	6,634	13.7	8.6
2004–05	6,719	13.8	8.7
2005–06	6,713	13.8	8.6

¹ Number of children served as a percentage of all children ages 3–21 enrolled in early education centers and elementary and secondary schools.

² Number of children served under IDEA as a percentage of the total population ages 3–21.

NOTE: Special education services through the Individuals with Disabilities Education Act (IDEA) are available for eligible youth identified by a team of qualified professionals as having a disability that adversely affects academic performance and in need of special education and related services. The total includes youth receiving special education services through IDEA in early education centers and elementary and secondary schools in the 50 states and the District of Columbia and in Bureau of Indian Affairs (BIA) schools through 1993–94. Beginning in 1994–95, totals exclude BIA schools. See *supplemental note 8* for more information about student disabilities represented here.

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), Office of Special Education Programs (OSEP), Data Analysis System (DANS), 1976–2005. Retrieved September 22, 2006 from <https://www.ideadata.org/docs/PartB1TrendData/B1.xls>.

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Table 7-2. Percentage of youth ages 3–21 served under the Individuals with Disabilities Education Act (IDEA), by disability: Selected years, 1976–77 through 2005–06

Age and disability	1976 –77	1980 –81	1990 –91	1994 –95	1995 –96	1996 –97	1997 –98	1998 –99	1999 –2000	2000 –01	2001 –02	2002 –03	2003 –04	2004 –05	2005 –06
All disabilities	8.3	10.1	11.4	12.2	12.4	12.6	12.8	13.0	13.2	13.3	13.4	13.5	13.7	13.8	13.8
Specific learning disabilities	1.8	3.6	5.2	5.6	5.8	5.8	5.9	6.0	6.0	6.1	6.0	5.9	5.8	5.7	5.6
Speech or language impairments	2.9	2.9	2.4	2.3	2.3	2.3	2.3	2.3	2.3	3.0	2.9	2.9	3.0	3.0	3.0
Mental retardation	2.2	2.0	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.2	1.2	1.2	1.1
Emotional disturbance	0.6	0.8	0.9	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Hearing impairments	0.2	0.2	0.1	0.1	0.1	0.1	0.1	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Orthopedic impairments	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.2	0.2	0.2	0.2	0.2	0.1
Other health impairments	0.3	0.2	0.1	0.2	0.3	0.4	0.4	0.5	0.5	0.6	0.7	0.8	1.0	1.1	1.2
Visual impairments	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Multiple disabilities	—	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.3	0.3	0.3	0.3	0.3	0.3
Deaf-blindness	—	#	#	#	#	#	#	#	#	#	#	#	#	#	#
Autism	—	—	—	#	0.1	0.1	0.1	0.1	0.1	0.2	0.2	0.3	0.3	0.4	0.5
Traumatic brain injury	—	—	—	#	#	#	#	#	#	#	#	#	#	#	0.1
Developmental delay	—	—	—	—	—	—	#	#	#	0.4	0.5	0.6	0.6	0.7	0.7
Preschool-age disabled ¹	†	†	0.9	1.2	1.2	1.2	1.2	1.2	1.2	†	†	†	†	†	†

— Not available.

† Not applicable.

Rounds to zero.

¹ Beginning in 1976, data were collected for preschool-aged children by disability type; those data are combined above with data for youth ages 6–21. However, the 1986 Amendments to the Education of the Handicapped Act (now known as IDEA) mandated that data not be collected by disability for students ages 3–5. Accordingly, those data are reported as a separate row for years 1990–91 through 1999–2000. Beginning in 2000–01, states were again required to report preschool children by disability.

NOTE: Detail may not sum to totals because of rounding. Special education services through the Individuals with Disabilities Education Act (IDEA) are available for eligible youth identified by a team of qualified professionals as having a disability that adversely affects academic performance and in need of special education and related services. The total includes youth receiving special education services through IDEA in early education centers and elementary and secondary schools in the 50 states and the District of Columbia, excluding Bureau of Indian Affairs schools. See *supplemental note 8* for more information about student disabilities represented here.

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), Office of Special Education Programs (OSEP), Data Analysis System (DANS), 1976–2005. Retrieved September 22, 2006 from <https://www.ideadata.org/docs/PartBTrendData/B1.xls>.